



TRAINING ACTIVITIES FOR COMMUNITY-BASED MONITORING

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Community
Partnerships for
Sustainable
Resource
Management in
Malawi

Training Activities for Community-based Monitoring

Prepared by:

Dian Seslar Svendsen (Consultant)

Development Alternatives, Inc.
7250 Woodmont Ave., Suite 200
Bethesda, MD 20814
USA

Tel: 301-718-8699
Fax: 301-718-7968
e-mail: dai@dai.com

In association with:

Development Management Associates
Lilongwe

COMPASS
Phekani House
Glyn Jones Road
Private Bag 263
Blantyre
Malawi

Telephone & Fax: 622-800
Internet: <http://COMPASS-Malawi.com>

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TABLE OF CONTENTS

Acknowledgements	iii
Background	1
Purpose and Use of this Training Manual	2
Getting started	5
Introductions and Expectations	6
Overview of the Workshop/Overview of Participatory Monitoring	7
Who Are We?	9
Overview of Guidelines	10
Making a Participatory Monitoring Plan	11
Introduction to Monitoring	13
The Importance of Participation	15
Introduction to Participatory Approaches	16
Situations	19
Stakeholder Identification and Involvement - Part I	21
Group Task - Part I: Stakeholder Identification	24
Lobsters and Reef: Stakeholder Story	26
Gender Considerations	27
Step One: Clarifying Small Grant Goal and Objectives	29
Writing Smart Objectives	30
Step Two- Determining Indicators	32
What's an Indicator?	33
How Indicators Could Help - Part I	35
Indicator Tools—Determining Indicators - Before and After Mural	37
Reviewing Project Indicators	39
Step Three: Developing a Baseline	40
Introduction to Baseline Data Collection	41
Applying Baseline Data Collection to COMPASS Projects	42
Planning a Site Visit	43
Step Four: Collecting Data	45
Introduction to Data Collection	46
Data Collection Tools	48
Step Five: Analyzing Data and Making Decisions about Its Use	52

Data Analysis and Use	53
How Indicators Could Help - Part II	57
Stakeholder Identification and Involvement - Part II	58
Communicating Key Learning and Best Practices	59
Personal Action Plans	60
Workshop Evaluation	52
Options for Openings and Feedback	63
Differing Perceptions of Success	64
Group Data Collection	65
Feedback: Cards	67
Feedback: Colored Balls	68
Useful References	69

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BACKGROUND

Purpose of COMPASS

Community Partnerships for Sustainable Resource Management (COMPASS) Activity is a partnership promoting increased sustainable use, conservation, and management of renewable natural resources. The United States Agency for International Development (USAID) supports the Malawi-based organization, Development Management Associates (DMA) and the United States-based organization, Development Alternatives, Inc. (DAI) in this effort. Part of the COMPASS initiative focuses on the Small Grants Program.

Small Grants Program

The COMPASS Small Grants Program was established to finance and test innovative community based natural resource management (CBNRM) models. Because of the emphasis on innovation, it is particularly important that grant recipients develop and implement an appropriate monitoring process to assess performance and impact. COMPASS' approach to ensuring active stakeholder participation in performance monitoring of grant activities is to assist grantees in identifying their own targets and appropriate indicators to measure progress. Thus far COMPASS has provided grant recipients with one participatory monitoring document – *Guidelines and Tools for Community-Based Monitoring*. This training manual provides a second tool for community-based monitoring of COMPASS projects.

The Small Grants Program builds upon existing capacities, or “assets” within non-government organizations (NGOs), community-based organizations (CBOs) and communities. It focuses on and seeks to develop the abilities of these groups to design, implement, and monitor their small grant projects.

COMPASS intends for participatory monitoring of the small grants to be investigative and educational. When done well such monitoring will provide grant recipients valuable information that will enable improvement of their grant-related work. In turn, COMPASS will learn what works best, based on grant recipients' experience and monitoring data, so that COMPASS can help to replicate the most successful activities. COMPASS also intends to develop ways to help grantees avoid or correct common weaknesses or mistakes that have been identified elsewhere and successfully rectified. In other words, COMPASS encourages a learning approach that seeks to turn a range of experience -- successful and not so successful -- into knowledge that can be actively shared and incorporated into similar ventures.

Origins of this Training Manual

COMPASS realized that many grantees in COMPASS' small grants program have a limited understanding of the importance of developing practical and realistic community-based monitoring systems to help them gauge project progress. To help address this need, COMPASS implemented an 8-day workshop held in Limbe, Malawi, June 8-16, 2000, on participatory monitoring. The activities in this manual reflect the content and process of that workshop.

PURPOSE AND USE OF THIS TRAINING MANUAL

Purpose

The purpose of this manual is to enable COMPASS to replicate the participatory monitoring workshop in the future with new grant recipients. Other community-based projects and activities desiring community-based participatory monitoring may also find the manual useful.

This training manual should be used in conjunction with two other COMPASS publications: *The Small Grants Manual*, and *Guidelines and Tools for Community-based Monitoring*. The small grants manual outlines COMPASS requirements for application and approval and the guidelines and tools provides a narrative description of the participatory monitoring approach suggested in this manual. Both of these manuals are available from the COMPASS project in Blantyre, Malawi.

Facilitation skills

Using the activities in this manual requires some facilitation skills. The ideal would be a co-facilitation team with at least one member of the team having facilitation skills.

Use with non-literate groups

Many activities in this manual could be used with non-literate groups. Substituting dirt or sand for flip charts, and sticks for markers will enable facilitators to adapt many of the activities. Use of objects such as stones, shells, and rocks can enable further adaptation.

Set-up

This type of training requires a high level of participant interaction and the room set-up should encourage this. Definitely do not put the chairs in rows. Chairs in a circle or participants at small tables are best. Also make sure there is ample space for small group work within the training room or nearby.

Materials required

Using the activities as described in this manual requires flip chart paper or “newsprint” and markers. Printers and newspaper printers can frequently supply this inexpensive paper. If these papers are not available, you may adapt many of the sessions using materials available in nature or by relying more on the spoken word.

Openings and Feedback Sessions

A couple of ideas for warm-ups to open sessions and feedback sessions for closing are included in the back of this manual.

Sample Schedule

The COMPASS workshop on participatory monitoring on which this manual is based was an eight-day workshop. If you do not wish to hold an 8-day workshop, revise the workshop design to fit your needs and schedule.

Times

Activities include duration times. These times are estimates. The actual times will depend upon group size, and therefore the number of small groups. The optimal size for small groups is 5-7 persons.

GETTING STARTED

The activities in this section will help to ensure that your workshop gets started well. Activities in this section will help to orient participants to each other as well as to the process and content of the workshop

SESSION: Introductions and Expectations

Purpose: To provide opportunity for participants to begin to get to know each other, discover commonalities, and share expectations of the workshop.

Materials: Post-its or small pieces of paper.
Prepared flip chart (see step 2)
Flip chart or wall

Time: 30 minutes (depends on group size)

Process:

1. Explain the purpose.
2. Post the following on flip chart
 1. *Find someone you don't know to be your partner for this activity.*
 2. In 10 minutes learn the following about your partner:
 - Name
 - *Where they are from*
 - *Something you two have in common*
 - *An expectation or hope for the workshop*
 3. *Write your expectation on the "sticky" (each one will have one)*
 4. *At the end of ten minutes, introduce your partner to the others*

Ask them to find a partner and begin. Give each pair two Post-its or pieces of paper.

2. Ask each pair to introduce each other stating their name, where they're from and something they have in common. Then ask them to put the Post-it on flip chart. Cluster them as they are put up.
3. After all have introduced each other; ask the group to describe the main expectations. Help them do this if needed. Comment on the expectations highlighting those that the workshop will definitely address, those it may address, and those that are definitely outside the scope of the workshop.
4. Write the "themes" for expectations on flip chart. Keep this posted and refer back to it periodically as the workshop progresses and as daily feedback indicates expectations being met (or unmet).

SESSION: Overview of the Workshop/Overview of Participatory Monitoring

Purpose: To review the workshop purpose, expected outcomes, flow, norms, and process.

Materials: Prepared flip chart – see steps 2-4

Time: 30 minutes

Process:

1. Post and explain purpose.
2. Post and explain Purpose and Outcomes (the WHAT of the workshop)

WORKSHOP PURPOSE

To build capacity among COMPASS grant recipients related to participatory monitoring thus helping to increase project ownership, effectiveness, and learning.

EXPECTED OUTCOMES

By the end of the 8-day workshop, participants will be able to use participatory approaches with their project groups to...

- *Make a participatory monitoring plan*
- *Implement the monitoring plan, including clarifying the goal, determining indicators, collecting baseline data, collecting monitoring data, analyzing data, and learning from the data to make better project decisions, now and in the future.*

3. Post and explain the Flow and Daily Agenda (the WHEN)

Workshop flow:

Getting Started—

Participatory Projects and Participatory Monitoring – Who should be involved?

What's the project's purpose?

Step One -- Clarifying project goal and objectives

What types of information will tell us how we are doing?

Step Two -- Choosing indicators

Step Three – Determining a baseline

How do we get the information we need?

Step Four –Data collection

What does the information tell us?

Step Five – Data Analysis

What changes should we make?

Step Six -- Applying the learning – taking action

Daily Agenda

8:00-8:15 Feedback, Overview of Day

8:15-10:15 Session

10:15-10:30 Break

10:30-12:00 Session

12:00-1:30 Lunch

1:30-3:00 Session

3:00-3:15 Break

3:15-4:30 Session

4:30-5:00 Feedback and Closing

Explain that the actual session times will be flexible in order to adapt to participant needs and interests. But starting and ending times and lunch should stay the same unless we, as a group, decide to change them.

4. Post and explain the Norms, Participatory Process, and Monitoring (the HOW)

Norms

Start and end on time

Any question is a good question

Treat each other respectfully

Listen

No side conversations

Everyone is a learner everyone is a teacher

No cell phones

No smoking

Read newspapers later

Enjoy the workshop!

OTHER?

Highlight aspects of a “participatory” workshop—

- *Seating arrangement (circle or tables vs. rows—demonstrates importance of equality and cross-communication)*
- *Process (small group work vs. lectures; learning from each other instead of from one or two persons)*

Participatory Monitoring and Evaluation of workshop

Monitoring expectations

Daily feedback

Public analysis

End of workshop evaluation

5. Questions?

SESSION: Who Are We?

Purpose: To enable participants to begin learning about each other's COMPASS projects.

Materials: Paper, markers, stickers, post-its, flip-chart paper (1 per project), tape
Prepared flip chart (step three)

Time: 1 hour

Process:

1. Explain the purpose
2. Explain that participants will be working with their project colleague, if they have one here, or alone, to develop a poster depicting some of the highlights of their project.
3. Explain that participants can use any materials provided using symbols, pictures, words, etc. to illustrate the following main aspects of their projects (Put on flip chart):

project goal and objectives

location

community group(s) involved

status

Explain that participants should be clear, creative, and colorful in making their posters. Try to do more than just write down words. Try to help us get a feel for your project, it's location, who's involved, etc.

Explain that they will have 20 minutes to make their poster. Provide needed flip-chart paper, markers, etc. After they have finished, they should put their poster on the wall (show them where and provide tape or adhesive)

4. After 20 minutes make sure all posters get posted.
5. Invite participants to walk around and look at each other's posters. Ask them to note down questions they might have. – Allow 15-20 minutes for this “gallery walk.”
6. After all have viewed the posters; allow 10-15 minutes for questions.
7. Explain that we'll be learning much more about each other's projects throughout the workshop. This is just a quick overview.
8. Close by making summary comments about the posters – similarities, differences, geographical proximity or not, etc.

SESSION: Overview of Guidelines

Purpose: To introduce participants to the main concepts of the guidelines.

Materials: Index cards or cut papers (8 for each of three groups); long pieces of tape (One per group); cards should contain these words:

Clarifying goal and objectives
Setting indicators
Setting a baseline
Collecting data
Data analysis
Sharing learning
(blank cards)

Time: 1 hour

Process:

1. Briefly explain why COMPASS has developed these guidelines.
2. Rather than explaining what's in them, we're going to involve you. Throughout the workshop we'll be learning about the guidelines by doing some work related to monitoring. We'll be learning by doing. Post and explain:

GROUP TASK:

Discuss the steps.

Listen to each other.

Decide as a group what the order should be

Put them in order (tape them together)

Prepare to explain your order (and process) to the large group.

Explain that each group will get a set of cards. On each card is a step of a monitoring process. You have 10 minutes to put these cards in an order, or sequence that makes sense to you. Make sure that everyone in your group has a chance to express their opinion. Try to reach agreement on the steps. Listen to each other and explain why they think as they do. There is not necessarily one right way, but some steps usually precede others. What will matter is that your group can explain to the rest of us why you chose the order you did. You will also have some blank cards so you may add steps you feel might be missing.

After 15 minutes, ask each group to briefly report back to the larger group explaining their process.

3. After all have explained; discuss the differences. Discuss steps people may have added. Ask what might make monitoring "participatory" and "community-based."
4. Distribute the guidelines and encourage participants to read them.

SESSION: Making a Participatory Monitoring Plan

Purpose: To introduce the parts of a participatory monitoring plan

Materials: 2 copies off the Participatory Monitoring Worksheet for each

Time: 30 minutes

Process:

1. Explain the purpose. Explain that the worksheet is a simple way of remembering and keeping track of the monitoring plan.
2. Explain that during this workshop we will be working with each step of the worksheet. But, emphasize that this plan should be developed by a group of stakeholders, not one person. But it would have been impossible to bring all of the group members from all of the COMPASS projects to Blantyre for this workshop. Instead, each person here is charged with the responsibility of returning *and working with your project group to develop and implement your monitoring plan*.
3. Distribute the worksheets. Relate the worksheets to the guidelines. Allow time for them to look through both (15 minutes).
4. Ask them to meet in pairs to discuss. Identify what parts you are already doing. Provide opportunity to come up with questions on post-its. Put them on a piece of flip chart paper with TODAY along the left and WORKSHOP END at the other. Put the slips under TODAY and ask participants to move them as their questions get answered. (They should only move their own slips, not someone else's).
5. Close by saying that the participants will be working through the worksheet as part of the workshop but the REAL worksheet must be completed WITH their community groups.

SESSION: Introduction to Monitoring

Purpose: To de-mystify monitoring and related it to everyday life.

Materials: Flip charts and markers.
Prepared flip chart from Steps 2 and 9

Time: 45 minutes

Process:

1. Explain the purpose.
2. Explain that monitoring is (put these points on FC)

- *part of the evaluation process*
- *that occurs at various points over time and*
- *Asks, “How are we doing?”*
- *examines qualities that can change*
- *should be used to improve management*

A simple definition:

Monitoring is the process of checking on something periodically to collect information so that we can learn then do something differently as a result.

3. Explain that we’re going to get a little more familiar with this idea of monitoring by thinking and talking about how we “monitor” everyday in our daily lives.
4. Ask if anyone can think of an example of monitoring in one’s daily life? If not, provide one – tasting the soup, taking one’s temperature, etc.
5. Divide the group into three teams. Give each team a piece of flip chart and markers. Tell them they have 10 minutes in which to list as many examples of **monitoring** as they can from work or their daily lives.
6. After 10 minutes, ask each team to post and explain their points (no more than 5 minutes per team).
7. After all have posted and explained, help the participants see common qualities, steps or types of monitoring in the lists.
8. Ask participants to look at the lists in terms of participation:

Who were involved in the examples listed?

How were these individuals or groups involved?
Why were they involved?
Who else should have been involved?
How could people have used the data?

9. Post the following points and link to projects. Refer participants to page 6 to the English version of COMPASS Guidelines and Tools for Participatory Monitoring.

Monitoring...

- ***Identifies what has changed and what is needed through an ongoing process.***
- ***Is a management tool that provides you with information needed to make decisions.***
- ***Enables you to identify what's working well and what isn't early on so you can replicate successful actions and seek solutions for difficulties before it's too late.***
- ***Helps to ensure effective use of resources.***
- ***Provides an ongoing picture of the activity.***
- ***Promotes community/group ownership of the project activity.***
- ***Contributes to sustainability and builds capacity.***
- ***Results in individual and group learning.***
- ***Enables transfer of learning to other situations.***

Summarize by saying that participatory monitoring is a learning process providing you, project implementers, with information you need to make wise, well-informed decisions related to progress toward your objectives.

10. Close by asking participants what they might remember from this activity.

--Adapted from Larson and Svendsen

THE IMPORTANCE OF PARTICIPATION

Activities in this section help to create an awareness of the context in which participatory monitoring occurs. These activities will help participants understand the importance of identifying and involving key stakeholders throughout project activities, including monitoring.

SESSION: Introduction to Participatory Approaches

Purpose: To identify the key aspects and benefits of participation.

Materials: Flip chart paper and stand
Markers
Prepared flip charts – see Steps 9 and 5
Copies of attached handouts, one copy per person.

Time: 2 hours

Process:

1. Open the session by explaining the objective. Don't say anymore about the significance at this time. Put this information on flip chart.
2. Ask participants to think about what the term “participation” means to them. What images come into their minds when they hear this term? Note their responses on flip chart.

If not mentioned, point out key aspects such as

- involvement of key stakeholders at key points of project development
- participation is a continuous process
- should grow from within community
- Diverse stakeholder representatives must play active role and be well integrated throughout.

(10 minutes)

3. Explain that the group will be exploring different levels of participation in participatory monitoring by looking at some hypothetical situations.

TRAINER NOTE: The situations reflect differing levels or degrees of participation (Passive, Informed, Active, and Decision-making). DO NOT at this point explain these concepts to participants. First see what conclusions they reach from their own examination of the situations.

4. Give each person a copy of the SITUATIONS handout describing 4 community development situations.

Ask them to carefully read and determine degree of participation in terms of WHO participated, IN WHAT, and HOW for each situation.

Next, divide the large group into small groups with 5-6 persons each. Ask them to discuss their thoughts about these situations. If there is disagreement in the groups, they should discuss these points. (20-30 minutes)

TRAINER NOTE: *You may want each group to look at only one or two situations to save time. If each group looks at one, have them look at different situations (Group 1, Situation 1; Group 2 -- Situation 2 etc. You may also want each group to put points on flip chart and post them all at once, looking for differences and similarities.*

5. Once back in the large group, ask someone from one group to describe that group's conclusions, how the group saw the stakeholders participating in each of the situations. (Briefly note comments under each situation, on flip chart). Ask someone from another group to do the same. Ask others to add points from their discussions. (To save time, don't have each group report). (15 minutes)
6. Ask the large group to look at the comments under each situation to see what conclusions they can draw. Help the group to see connections within a situation. Ask group members to explain points that don't seem to fit with the situation. Post and explain the following stakeholder participation continuum using the attached handout:

PASSIVE INFORMED ACTIVE DECISION-MAKERS

Stress that participation is a continuum and ask where the different situations would fall on this continuum.
(15 minutes)

7. Ask participants to think about this session, as well as his or her own experience, to come up with some Guidelines for effective participation in monitoring of COMPASS projects. Note their responses. (10 minutes)
8. If the group has not mentioned the following points you may do so. Write key words from these on the flip chart in addition to what the group has already listed. (Be careful to not give more prominence to these ideas than those already listed.

Other benefits include.

- Increased sense of collaboration and shared ownership
- Greater flexibility when needed because all understand the need and consequences
- More involvement therefore better informed decisions because many and divergent opinions can be expressed and integrated.
- Increased likelihood of group reaching sustainable solutions because increased likelihood of constraints being identified and addressed.
- Transference of participatory process skills across sectors and arenas of life. For example, participatory decision-making processes learned in a work setting can transfer to home, church and civic settings. The core concepts and processes remain the same. (5 minutes)

9. Ask the group what they've discovered during this session that has helped them to see the value of participation.

Ask which of the points listed on the flip chart are most relevant for their project situation. (Ask them to explain why, too). (10 minutes)

10. Comment on the effective use of participatory approaches by stating the following:

At each step of the project planning process key stakeholders should ask: (on prepared flip chart)

- *Who will be affected by this step?*
- *Who needs to have input?*
- *Who has key information?*
- *Who should be involved and how?*
- *Who or what might we be forgetting?"*

Mention that later we will focus specifically on stakeholder involvement.
(5 minutes)

11. Close by explaining that this session introduces the concept of participation helps to provide a foundation for understanding the concept of participation which will be useful in not only the following activities in this module but with all subsequent sessions.

SITUATIONS

Directions: Please read the following situations and answer the questions for each.

1. *What groups or individuals were involved in the project activities described in each situation?*
2. *How were they involved?*
3. *What were (and might be) the benefits of their involvement?*
4. *What problems might arise in the future?*

Situation one

At the beginning of a government-run community project, the project leaders engaged a team of evaluators from a major university to monitor project progress. The evaluators visited the community, and met with the headman. The evaluators explained the basic outline of how they would monitor and evaluate the project. The evaluation team then did a quick survey of a sample of households. They also interviewed a few community leaders. The evaluators then presented the initial findings to a group of community members. They returned every three months and updated their survey. At the end of the project, they wrote up their report at the university and distributed it to project donors.

Situation two

The government gave permission to a local NGO to restore a hillside of communal property. The NGO asked community leaders to identify three community members to participate on the team along with three NGO staff members. The team met several times to develop a plan for restoring the land. They also developed a monitoring plan that would help them measure their progress.

They formed pairs to do monitoring over the life of the project. They periodically presented results to the wider community at community meetings and discussed ways to improve the project. The NGO usually made the final decisions regarding what actions to take.

Situation three

A group of fishermen approached local officials who were concerned about decreasing fish populations. They organized a meeting of community members (men and women and all ages), local officials, government extension workers, and local NGOs to help assess the situation. The group decided to start a small fish-farming enterprise and formed a committee to develop a grant proposal. Once the group received funding, it set up a community management committee.

The committee met with NGO managers monthly to review progress and to plan future activities. Early on, they held meetings to jointly determine indicators of success and to set up a project monitoring system. Community members played the key roles in monitoring and making decisions as a result of monitoring. They consulted extension workers as needed and received special training through the grant funds and extension service.

The management team met monthly, sometimes more frequently, during the first year to analyze monitoring results and presented findings to the wider community. Usually the management team made decisions related to putting recommendations into practice; sometimes they consulted the wider group of stakeholders to make joint decisions on major issues that would also effect them.

SESSION: Stakeholder Identification and Involvement – Part I

Purpose: To demonstrate a participatory approach to identifying key stakeholders and involving them in COMPASS project activities.

Materials: Copies of Lobster Story and Resolution
Circles of varying sizes (include at least six sizes) cut out of colored papers. Circles of a given color should be the same size. Cut enough so each group can have several of each size.
Glue or tape
Copies of Task Sheets 1 and 2 (1 copy of each per person)
Definitions from Step 3 on flip chart
Flip chart and paper

Time: 2-3 hours (depending upon group size and how much discussion is needed)

Process:

1. Post and explain the purpose of this 2-part activity. Explain that involving key stakeholders throughout the planning and implementation process helps to ensure success with your COMPASS project. Through stakeholder involvement, all voices have the opportunity to speak, and the work benefits from indigenous knowledge. Ownership and vested interest increase. Diverse multiple perspectives help to enrich planning and increase participation during implementation, monitoring, and evaluation. Involvement of stakeholders in monitoring strengthens their capacity to contribute to management planning and implementation.
2. Explain that Part I focuses on ways to identify stakeholders and their relative interests in your COMPASS projects. Part II examines ways to involve stakeholders. Explain that we will do; Part I now and Part II towards the end of the workshop after everyone has a more clear idea about what is actually involved with participatory monitoring.
3. Post and explain the definition of stakeholders.

STAKEHOLDERS:

Groups and Individuals who are directly or indirectly affected by the objectives and implementation of your project. They could include implementers, recipients of benefits, advisors, managers and all responsible for your project and related results and sustainability

4. Distribute the lobster story. Ask participants to read it and think about what did or could go wrong in this situation.

5. After all have read it, ask them what might have gone wrong? What stakeholders might not have been included.
6. Explain that participants, working in small groups will be identifying some key stakeholders in one of your projects.

Emphasize that participants should do this with their own stakeholder groups when they return to their project area. We are only learning a process here using examples.

Distribute and explain Task Sheets 1 and 2.

Group Task Instructions (Task Sheet 1)

- Discuss and identify the resource project is addressing. Write the PROJECT (related to the threatened resource) in the center of a large piece of paper.
 - Discuss and list as many "stakeholder" groups (or individuals) as you can for your project and list them on Task Sheet 2. Make a large copy of your Task Sheet 2 on Flip Chart so the other participants can see what you are filling in as you complete the chart throughout this session. Also discuss and list the *interest* they have or might have in the project area. (NOTE: The last two columns of Task Sheet 2 will be completed during Part II of this activity.)
 - Using the colored circles provided, label circles to represent the stakeholders. Choose a circle size to represent the relative interest of the stakeholder. The bigger the circle, the larger the "interest."
 - Glue circles to piece of paper for presentation to rest of group.
 - Each group will have 5-10 minutes to present.
(30-45 minutes)
7. Divide participants into groups with 5-6 persons per group and help them get started on their small group task.
 8. (30-45 minutes for small group work).
 9. After all have prepared stakeholder task sheets and made a visual depicting the relationship of stakeholder groups to the project and -- the relative strengths of stakeholder interests -- ask each group/team to briefly present and explain their work.

TRAINER NOTE: If participants have not included the following groups on their lists and you feel they might be relevant to their situation, ask them if they have considered them.

*Local resource users – such as commercial and subsistence fishermen
Non-governmental conservation groups*

Non-governmental development groups
Commercial and business people – such as tour operators, recreation-
focused groups
Government
Various community groups – such as men, women, youth, elders

Encourage the participants to specify which government groups, which NGOs, which conservation groups, and so forth.

After all have presented, ask them to look again at their individual posters and think about *power and influence* in relationship to stakeholder interest. That is, do the relative sizes of the circles also reflect the power and influence that these groups typically have? Ask them to comment on this.

- 10.** Ask participants if, after discussion, they would make any changes in the way they have depicted stakeholders -- who they are and the relative power they have regarding the project.
- 11.** Close by asking if participants could do a similar activity with project partners to help them identify stakeholders? If not, what further assistance is needed?

Adapted from Larson and Svendsen (1994)

GROUP TASK – PART I STAKEHOLDER IDENTIFICATION

- Discuss and identify the resource(s) your project is addressing. Write the PROJECT (related to the threatened resource) in the center of a large piece of paper.
- Identify as many "stakeholder" groups (or individuals) as you can related to your project and list them on your worksheets. Also discuss stakeholders' relative interest in the project and how they might be involved in monitoring (the role they might play.)
- Use the colored circles to represent different stakeholders or stakeholder groups. Let circle size represent the relative interest of the stakeholder.
- Glue circles to piece of paper for presentation to rest of group.
- Each group will have 5-10 minutes to present. (30 minutes)

<i>STAKEHOLDER</i>	<i>INTEREST IN PROJECT</i>	<i>ROLE IN PROJECT</i>	<i>HOW TO INVOLVE in MONITORING</i>

LOBSTERS and the REEF¹

STAKEHOLDER STORY

Faced with dwindling lobster harvests, a group of lobster fishermen in the south Pacific decided to manage their resources more sustainably. They initiated a rule whereby the minimum weight for harvesting lobsters was limited to one pound. The fishermen monitored themselves and each other, and no one harvested lobsters that were too small. But the harvests did not increase.

Each time fishermen went to the reef, they noticed parts of the reef were being destroyed. Crushed and broken pieces of coral were scattered throughout the reef. The fishermen feared that these conditions were depleting the lobster habitat. The fishermen decided they needed a plan to increase their lobster harvests. What happened?

RESOLUTION to LOBSTERS and THE REEF

After several meetings with the fishermen, the dive masters agreed to anchor off the reef, at the edge, and to ask the tourists to refrain from stepping on the coral. The lobster populations increased.

¹ From Larson and Svendsen, 1996

SESSION: Gender Considerations

Purpose: To introduce participants to the concepts of gender and gender analysis and to demonstrate the role of gender in monitoring.

Materials: Copy of the Gender Analysis Matrix² for everyone.
Copy of Definitions for the GAM for everyone.

Time: 2- 3 hours.

Process:

***TRAINER NOTE:** This session is based on the GAM and Case studies from Parker (1993). I have not included the specific handouts in this manual, but have referenced pages from that manual.*

1. Post and explain the purpose.
2. Post and explain the differences between sex and gender:

SEX is determined at birth. It doesn't change. Only men can produce sperm and only women can give birth.

GENDER is socially constructed. Culture and custom determine gender roles. For example, women can hold many jobs previously thought to be appropriate only for men and men can care for children as well as women.

3. Post and explain the Gender Analysis Matrix (GAM) using definitions in the handout (p.21).
4. Post and explain a partially completed Gender Analysis Matrix (GAM) (p. 30) using the definitions provided.
5. Review pp. 31-32 and 33 with participants.
6. Divide participants into small groups and ask them to read the Casidia Case (p. 37) and do the GAM (p. 38).
7. After they have completed this, discuss some of the differences the various groups may have.

² This session is developed out of Parker (1993). This excellent manual on gender, *Another point of view: A manual on gender analysis training for grassroots workers*, is available through UNIFEM, New York.

Ask participants to read pp. 42-46. (10 minutes)

8. Once again in the large group, ask participants to comment on what they learned. Surprises?
9. Next, ask participants to practice on a project. Each small group could choose a project of one of the small group members and practice doing a GAM. REMEMBER, though, to be effective, the GAM must be done by those actually involved in the practice. This is just practice.

Remind the group that the GAM must be done with men and women – preferably in a mixed group. But, if this is not possible, do it with a women's group and then again with a men's group.

10. Close by asking the group what they want to be sure to remember about gender and gender analysis. Note the points on flip chart.

STEP ONE: Clarifying Small Grant Goal and Objectives

Activities in this section related to the first step of the participatory monitoring process. This step examines “What’s our project’s purpose?”

This step encourages you and your group to revisit and clarify your project goal and objective. This is a time to ask:

- ◆ **Is our project goal related to the conservation of natural resources?**
- ◆ **Is at least one objective related to conservation?**
- ◆ **How did we come up with this goal and objectives?**
- ◆ **Do we have a plan? What is it? Who has bought into it?”**
- ◆ **What might be the impact of this project on men? Women? Other key stakeholders?**

SESSION: Writing Smart Objectives

Purpose: To review project goals and objectives to make sure they're clear and measurable and reflect the interests of the project group.

Materials: Prepared flip chart.

Time: 1 hour.

Process:

1. Explain the purpose
2. Post prepared flip chart and ask if anyone knows what a SMART objective is?

S
M
A
R
T

If they do, write in Specific, Measurable, Appropriate, Realistic, and Timebound.

3. Give some examples of what this means.
4. Ask participants to pair up with someone (from their project if there are two people from the same project). With their partner, try to write one SMART objective for their project.
5. Post on flip chart and explain:

A goal is a statement of a positive future condition that the objective will help to achieve.

You might want to add that sometimes these two terms are reversed (the objective is broader, and the goals are more specific and measurable).

6. Again, ask why we are talking about goals and objectives in a monitoring workshop.
7. Ask participants to now go back and look at their project objectives to see how they compare. Do they need revising? Allow 10 minutes to look project goals and objectives to see if they need revising. They may work in pairs.
8. After 10 minutes ask how many think their goals or objectives need revising? Encourage those who think theirs do to not do it here, by themselves, but to go back and work with others from their project group on this.

- 9.** Explain that it's not enough to have clear objectives. Project objectives should also have "buy-in" from key stakeholders. Discuss the following questions with your colleague/partner. Be prepared to briefly discuss them in the larger group.

Post on Flip Chart

- *Who was involved in setting the project goal and objectives? Who had any input?*
- *Were men's and women's interests considered? How do you know that?*
- *Have you considered the impact of your project on men and women and their different gender roles? How did you do this?*
- *What could you do at this point to strengthen support from other stakeholders, if necessary, for your project goal?*

Allow pairs 20 minutes to discuss these points for both of their projects.

- 10.** After 20 minutes, begin a large group discussion with the following questions:

- *What stakeholders have had input into project goals?*
- *What have been some benefits of stakeholder involvement?*
- *What stakeholders need to be involved?*
- *How will you do this?*

- 11.** Close by asking:

What are key points to remember related to stakeholder involvement in project goal setting?

STEP TWO: Determining Indicators

Having clarified the small grant project goal and objectives, activities in this section will help you and your group to decide how you will gauge progress toward the project objectives. Indicators will also help your group to determine the extent to which its work has helped to conserve natural resources.

This is a time to ask:

- ◆ **How will we know we are on track?**
- ◆ **What are the most important things we will need to know about our project progress?**
- ◆ **What decisions will we have to make during the project?**
- ◆ **What information will we need to make those decisions?**
- ◆ **Who needs what kind of information?**
- ◆ **What information will be available?**

SESSION: What's an Indicator?

Purpose: To develop an understanding of the concept of “indicators” and their role in monitoring.

Materials: Prepared flip charts – see steps 2, 5, and 6.

Time: 30 minutes.

Process:

1. Explain that we'll be working together in this session to learn about good indicators and to identify some good indicators of change related to your projects. But REMIND participants that this is only PRACTICE. They must return to their projects and work with their project group to identify or revise their project indicators.

2. What are indicators – The English word comes from “indicate”, which means to show or point out.

Post this simple definition:

Indicators are measures of progress and change related to project objectives.

3. Ask participants to remember the monitoring activity from yesterday morning. We listed things we monitor.

- What were some of the indicators?
- What are indicators we use to manage our health?
- Our family's well being?
- Why don't we have e-rays everyday to make sure our bones are strong?
- Why not have blood tests to make sure we get enough iron?
- Why don't we weigh ourselves every 5 minutes if we are trying to lose weight?
- Why don't we check everyone of our teeth everyday for cavities?
- Why don't we have tests on each of our body's organs every year?

4. So what might be some qualities of a good indicator?

Begin to build a list on flip chart.

Add the following if they don't mention them:

- ✓ **Appropriate** – Does it provide information your group needs to make decisions?
- ✓ **Owned by key stakeholders** – Did key stakeholders select the indicator?
- ✓ **Low Cost** – Can your group afford (in time and money) to collect the data?
- ✓ **Few in Number** – Remember, having a few indicators your projects will actually monitor is much better than having many that are ignored.
- ✓ **Clear** – Is it obvious what the indicator is measuring?

- ✓ **Easily measured** – Will your group be able to easily get the information?
- ✓ **Neutral** – Does it have hidden, or multiple meanings?
- ✓ **Based on Existing Data** – Is someone else already collecting this information?
- ✓ **Readily Observable** – Is it easy to see or understand?
- ✓ **Important** – Are you measuring something that matters?

5. What are targets? Indicators need targets because indicators are neutral statements. The targets (post of flip chart)

- *state the specific measure to be achieved;*
- *state how many, how often, etc.;*
- *should be clear and realistic.*

It's good to stretch and challenge, but don't be overly ambitious. After all, it's OK to exceed your targets.

6. Mention that some indicators are better than are others. Urge participants to use the checklist they developed and the one in COMPASS Guidelines and Tools for Community-based Monitoring, page 14 to help determine whether or not your indicators are “good ones.”
7. Now that we have an idea about what indicators are, the next question is – why are they needed and who should select them?

SESSION: How Indicators Could Help?

Purpose: To examine situations that could have benefited from participatory monitoring.

Materials: Copy of scenarios for each person.

Time: 1.5 hours.

Process:

Part I

1. Explain the purpose. Divide participants into groups of 4-5. Explain that each group will get a set of cards containing “problem” scenarios or SITNAs—Situations in need of assistance!) . Explain that the small groups should read and discuss one situation at a time. They should discuss the following:

Post on flipchart:

a) What went wrong?

b) What indicator(s) should the group have been monitoring?

c) What information could have helped?

e) What decisions should they have made to avert their problem situation?

They should discuss as many scenarios as they can in this way in 20 minutes.

2. After 20 minutes begin a large group discussion with the following questions:

Questions, comments, or reactions to the activity?

Were these situations familiar in any way? How?

Why do you think the groups’ had these problems?

Do you see similarities with any of your projects?

3. What “lessons” can we draw from these experiences?
(Record the groups’ responses on flip chart.)

Situations in Need of Attention!

Directions: *This activity has two parts. Answer only questions a and b at this point. Later in the workshop, after completing sessions on data collection and analysis you will have the chance to complete c and d. Answer the questions for each activity.*

- a) What went wrong?*
- b) What indicator(s) should the group have been monitoring?*
- c) What information could have helped?*
- d) What decisions should they have made to avert their problem situation?*

Situation One

The community had initially supported a youth group working with children on environmental education. But, after three months, parents completely stopped children from attending. The youth group was puzzled but decided to start an environmental education program in a nearby village hoping they'd be more receptive.

Situation Two

Women basket weavers decided to decrease the amount of palm fronds they took for making baskets from one area in order to make sure the area didn't get depleted. But six months later, it was in worse shape than before.

Situation Three

A Village Natural Resources Committee decided to start a small communal wood lot to supply the community's fuel wood needs. At the end of two years they realized most of the trees they had planted had died or disappeared so they just gave up.

Situation Four

A community group decided to create a vetiver nursery and provide plants, free of charge, to farmers wishing to decrease soil erosion on their land. They put in a lot of hard work but realized too late that farmers were unwilling to plant the vetiver. Soon the nursery was abandoned.

SESSION: Indicator Tools - Determining Indicators - Before and After Mural

Purpose: To practice using a participatory tool to help a group decide on indicators; decide which indicators to monitor.

Materials: Large piece of paper per group.

Time: 1 hour.

Process:

- 1.** Explain the purpose. Explain that we'll use one of the participant's projects to demonstrate how a group can help to decide on indicators.
- 2.** Divide the group into 3 or 4 small groups. Explain that each group will use one of the participant's projects from which to make a before and after mural (a series of pictures that tells a story.) Out of the mural they will be able to see what are the most important elements – the elements they need to be “watching,” or monitoring.
- 3.** Explain that on the large pieces of paper provided, they should use drawings and symbols depict the current situation, and then the future. Groups will have 15 minutes to complete their murals.
- 4.** After they have completed their murals, they should analyze them and ask the following questions of themselves. Some of these questions are similar. But sometimes asking something in a different way helps to understand it.
 - What are the most important aspects of the project? (Note these, we will come back to them later.)
 - What information will we need along the way to know if we're succeeding?
 - How can we get that information?
 - What decisions will we need to make?
 - What information will we need to help us make those decisions?
 - What must we know about the progress in order to make changes if needed along the way? When will we need this information? (15 minutes)
- 5.** Each group should then come up with some indicators that would help them measure progress from their “before” state to the “after.” At this point they shouldn't worry about the number of indicators or whether they're good or not, just get them out. (10 minutes).
- 6.** Now, using the checklist from the previous activity, decide which might be the best 2 or 3 indicators.

The group could narrow the list by first having group members “vote” by putting pebbles in a can to indicate their “favorites.” Each person gets 6-10 pebbles. They can put as many as three in one can to indicate a strong preference pebbles. He/she should vote for their favorite three. (15 minutes).

7. Ask the group what they learned from this process?
How would they adapt it to use with their groups?
What more do they need to know about indicators?

A variation:

Symbols for 10 things important to project. Then put them in order of importance. This process might also help to get at indicators.

SESSION: Reviewing Project Indicators

Purpose: To provide participants the opportunity to review project Indicators and get feedback from others (and give feedback to others) on project indicators.

Materials: Project Indicators.

Time: 1½ hours.

Process:

1. Explain the purpose.
2. Post signs in five parts of the room indicating the various projects represented. Allow participants to self-select into one of the groups. If there is great imbalance in the project groups as some to join another group.
3. Again, REMIND participants that this is just PRACTICE. Emphasize that the “real” indicators must come from the community groups. – Allow 30 minutes to review and revise indicators. Ask each of the 5 projects to prepare to report back to the larger group describing their original indicators and how they might change them, using the guidelines provided.
4. After all have completed; ask each group to present back. Allow 5 minutes for each of the 5 presentations and 20 minutes for a. There will be a 5-10 minute discussion after each.
5. Close by asking participants what has been the greatest learning from this session.
 - What could be our COMPASS guidelines for developing indicators?
 - What might you want to communicate to new grantees?
 - What might you want to communicate to other organizations undertaking a similar small grants program?

STEP THREE: Developing a Baseline

Once you and your group are clear on objectives and indicators, it's important to form a "baseline" – a starting point against which you can measure change. Activities in this section will explain how to collect some simple baseline data that will help you know, in the future, just how much difference your efforts have made. This is a time to ask:

- ◆ What is the situation at the beginning?**
- ◆ How will we be able to know how far we have come, what has changed, and how much?**
- ◆ What is the least we need to know about the situation now?**
- ◆ How can we keep from collecting too much data?**

SESSION: Introduction to Baseline Data Collection

Purpose: To examine the importance of collecting baseline data after identifying indicators.

Materials: Flip chart paper
Markers

Time: 1 hour.

Process:

1. Explain the purpose. Explain that we will be exploring the importance of collecting baseline data.
2. Ask participants to list some benefits of collecting baseline data. Record responses on flip chart.
3. Develop a definition like the following one, reflecting what they have said. Write on flip chart.

Baseline Data: Information collected once at or near the beginning of a project. It helps to describe the project situation at the beginning and helps to determine project progress.

4. Ask what ideas people have tried or heard of to collect baseline data.

Make a list on flip chart then discuss and list pros and cons of each: e.g. photos, surveys, drawings, interviews, stories, taped stories, role play, ranking, community case study, community assets assessment, observation.

5. Then discuss WHO should be involved

WHEN should it be done?

HOW (point out the need to “replicate” if possible later—same tools, same people)

WHERE?

WHAT?

WHO should decide (WHO, WHEN, HOW, WHERE, and WHAT)?

6. Ask the group to summarize some important points to remember about collecting baseline data. Also how to gain maximum involvement from key stakeholders.

SESSION: Applying Baseline Data Collection to COMPASS Projects

Purpose: To provide participants the opportunity to review project indicators and determine what baseline information might be necessary to help measure the change in the indicators.

Materials: Project Indicators
Partially completed participatory monitoring planning sheets

Time: 1½ hours

Process:

1. Explain the purpose.
2. Form groups of 5-6 each, with each group focusing on a different project. Either allow participants to self-select into one of the groups or randomly form groups. If there is great imbalance in the project groups ask some to join another group.
3. Again, REMIND participants that this is just PRACTICE. Emphasize that the “real” determination of needed baseline data should come from the key project stakeholders.
4. Allow 45 minutes to review indicators and complete the columns under BASELINE DATA on the participatory monitoring planning sheets.
5. Ask each of the groups (each working on a different project) to prepare to report back to the larger group describing what baseline data might be needed for their indicators, who should collect it, when, and how?
6. After all have completed; ask each group to present back. Allow 5 minutes for each group to present back to the larger group. Lead a 5-10 minute discussion after each project presentation, soliciting questions and comments.
7. Close by asking participants what they need to remember about baseline data. Record on flip chart.
8. Refer participants to Step 3, pages 17-19 in COMPASS Guidelines and Tools for Community-Based Monitoring.

SESSION: Planning a Site Visit

Purpose: To provide an opportunity to visit one or more projects enabling them to practice developing participatory monitoring plans based on these site visits.

Preparation: Make arrangements for the site visits, transportation, and meals several days in advance. The day before the trip do part one of this activity.

Time: 1 day (with the planning session occurring the day before the field trip).

Process:

Part I - Planning

1. Explain the purpose. Explain that we want to get the most out of the field trip as possible, so we need to think about why we are going, and what we want to learn.
2. Post the following on flip chart:

Purpose of field trip: to visit one or more projects then practice developing participatory monitoring plans based on the site visit (or visits).

3. Next, ask the group to discuss in fours (or at their tables if seated at tables) what information they would need to collect in order to develop a (hypothetical) participatory monitoring plan for this project (or projects).

Record their responses on flip chart.

Then give each group of four (or each table) one or more questions for which they will be responsible. For example, if the group comes up with 16 questions and there are 20 participants, each group of 4 would get 3-4 questions.

Part II - Making the Site Visit(s)

4. Make the site visits (1/2 day). Make sure the groups are asking the questions they agreed upon. Of course they may ask other questions, too, but they need to make sure they get the information needed to practice making the monitoring plans.

Part III - Applying Learning from the Site Visit(s)

- 5.** After the Field visit, ask the participants, working in small groups to develop participatory monitoring plans for the project (projects) visited.

Trainer Note: If the group visits more than one site, have the participants focus on one site and the other half focus on the other. More than one small group can work on a site, if necessary.

- 6.** Each group should then present their plans to the larger group and discuss.

STEP FOUR: Collecting Data

Activities in this section will help you to plan how to collect data, which you should do before you actually start your project. You shouldn't wait until you need the information to figure out how to get it.

This is the time to ask:

- ◆ **Who will collect what data?**
- ◆ **What skills might be needed to collect it?**
- ◆ **Where will we get it – what are our data sources?**
- ◆ **How much time will it take?**
- ◆ **When must we collect data?**

SESSION: Introduction to Data Collection

Purpose: To provide participants with key points to remember a range of tools, and some experience choosing among tools.

Materials: Descriptions of tools introduced
Prepared flip chart – see Steps 2

Time: 2-3 hours.

Process:

1. Introduce by explaining the purpose.
2. Post definition of data collection.
3. Post flip chart listing these 4 tools – just the names. Briefly explain and give out handouts with descriptions.

Nursery Log or Record Book

Explain that...This is a book kept in the community, perhaps by a steering committee member. It should contain information relevant to the management and monitoring of the nursery. Project members should decide what to include.

Individual Log or Record Book

Explain that...This is a book kept by individual farmers, beekeepers, tree planters, etc. in the project of community. It should contain information relevant to the individual's management and monitoring activities.

Resource Map

A resource map is a drawing made by local project stakeholders. This map could depict project participants' perception of resource availability, use, size and location relative to other aspects of community or project social, economic, and infrastructure elements.

Group Semi-structured Interview

This is an interview process where project participants decide upon a broad framework of questions to use in a group interview.

Trainer Note: You may substitute other data collection tools. I used these in the COMPASS workshop because participants had mentioned these previously when developing their practice monitoring plans for the projects visited during the field trip.

- 4.** Explain that groups 1, 2, and 3 will be training a group in how to use this tool. For example, in developing a Nursery Log, 4 people in the small group could be steering committee members and two group participants could be members training the others in the use of the tool.

Group 4 will actually plan and conduct a semi-structured interview.

Each group will have 1 hour to prepare and 30 minutes to present

- 5.** After 1 hour, ask each group to present. Lead a 10-minute discussion after each presentation.
- 6.** After each discussion guide participants in critiquing the presentations, identifying highlights of the methods as well as strengths and weaknesses of the tools as presented.

NURSERY LOG

Purpose:

This is a book kept in the community, perhaps by a steering committee member. It should contain information relevant to the management and monitoring of the nursery. Project members should decide what to include. It could include information related to costs, species, labor, location, scheduling, etc.

Benefits:

- Is locally owned and maintained
- Can serve as a useful monitoring tool
- Is relevant because users design it
- Provides useful information for follow-up and replication
- Can improve overall nursery management

How to Use:

- Users should decide what information to collect and where to keep the record book
- Include the *least* amount of information necessary for effective management and administration
- Keep it clear and simple
- Include targets
- Can be used with all projects involving a centrally focused activity

Cautions:

- Remember to USE the data collected
- Don't collect more than you need
- Make sure users understand why they are collecting data

INDIVIDUAL LOG OR RECORD BOOK

Purpose:

This type of record book is similar to the nursery log, but individuals in the project -- individual farmers, beekeepers, tree planters, etc. keep this one. It should contain information relevant to the individual's management and monitoring activities. The individual maintains it and uses it to keep track of activities and dates and time and to make decisions.

Benefits:

- Can serve as a useful monitoring tool
- Is relevant because users design it
- Provides useful information for follow-up and replication

How to Use:

- Users should decide what information to collect
- Include the *least* amount of information necessary for effective management and administration
- Can show frequency of collection of monitoring information
- Keep it clear and simple
- Can be used with all projects involving individual activity
- Individual log books can be consolidated periodically to get a picture of the whole (where several individuals are involved in individual activities within a project)

Cautions:

- Make sure users know how to use the log book
- Revise it as needed

RESOURCE MAP

Purpose:

A resource map is a drawing made by local project stakeholders. This map could depict project participants' perception of resource availability, use, size and location relative to other aspects of community or project social, economic, and infrastructure elements.

Benefits:

- Is highly participatory if done properly
- Helps key stakeholders understand relationships in project area
- Helps key stakeholders to better understand resources in area (utilized and under-utilized)
- Can illustrate human resources, human-made resources, and natural resources
- Tool can be useful in determining baselines, planning, monitoring, and evaluation
- Can stimulate discussion of issues and help new issues to surface

How to Use:

- Use with small groups of 5-7 persons. If your group is bigger than this, make more than one map and have participants merge them into one map, if needed
- Encourage participants to make their maps "information rich"
- Make purpose of the map-making activity clear
- Note what people include as well as exclude on their maps. Both types of information are useful
- Keep more than one copy and keep in a safe place for future reference

Cautions:

- Handmade maps are not precise
- Different groups of people will draw different maps. You may want to have several groups draw maps.

GROUP SEMI-STRUCTURED INTERVIEW

Purpose:

This is an interview process where project participants decide upon a broad framework of questions to use in a group interview. It differs from a highly structured interview where interviewers develop precise questions prior to the interview.

Benefits:

- Allows for a 2-way flow of information
- Can be an efficient way to collect information

How to Use:

- Develop the interview purpose and a broad framework for questions ahead of time
- Use mostly open-ended questions
- A good group size is 5-7
- Requires facilitation skills to keep individuals from dominating

Cautions:

- May build expectations
- Not a good tool for sensitive subjects because of low confidentiality
- Mainly qualitative

STEP FIVE: Analyzing Data and Making Decisions about Its Use

Activities in this section will help you and your group to analyze the data it's collected. Merely collecting data is a waste of time. But by studying it and interpreting it – seeking meaning – you and your group can develop greater understanding and learning. You can then apply this new insight to project management by making better informed project decisions.

When planning for data analysis, be sure to ask yourselves:

- ◆ **Where and when will certain monitoring results be needed?**
- ◆ **How will we know what to analyze and when?**
- ◆ **How can we present data to increase its likelihood of being used?**
- ◆ **Who should analyze and use data?**
- ◆ **How can we ensure that the results will be used?**

SESSION: Data Analysis and Use

Purpose: To introduce the idea of data analysis.

Materials: Prepared clip charts (see Steps 2, 6, and 10)
Assorted wrapped candies – different sizes, shapes and colors. In each bag, include one or two “odd” pieces – pieces that don’t really fit with the others.
Handout from Larson and Svendsen on Analysis.

Time: 2-3 hours.

Process:

1. Explain purpose. Explain that merely collecting data is a waste of time. But by studying it and interpreting it – seeking meaning – you and your group can develop greater understanding and learning. You can then apply this new insight to project management by making better informed project decisions.

2. Post and explain the following definitions

Data analysis is examining information in order to understand the “parts” in relationship to the “whole.”

Data analysis has several steps:

Organize information collected

Sort if needed

Decide how to analyze

Analyze qualitative data

Analyze quantitative

Integrate

Decide how to distribute and use!

Identify management decisions that can be made with this information

3. Explain that we are going to begin by playing with some “information.”
4. Distribute candies to groups of 4-6 persons. Ask, them, “If the candies were information to be analyzed, or data, what are some of the ways you could organize and sort?”

Give them 15 minutes to “work” with the candies. Ask them to note the various ways they can analyze the “data.”

If they are struggling, suggest one way of sorting. Usually people get the idea very quickly.

5. After all have run out of ideas, or all have finished, ask them to describe what they did first (should be to organize or look at what they had). Then ask them to describe the various ways they “analyzed their data. Note on flip chart.

If the group does not come up with the following... add to the list
 Counting Ask about the following if they do not mention them:

Comparing similarities and differences (size, texture, color, shape, taste)
 Identifying “outliers” (odd ones that don’t fit)
 Totaling
 Totaling by category

6. Also ask them what made this task difficult? (mention that they had no guidance about the meaning of the data? What questions were the data trying to answer?
7. Next, explore common tools for analyzing quantitative data such as summary sheets and tally sheets. Post and explain:

Summary sheets are good for summarizing information from interviews

QUESTIONS	INTERVIEWS					
	A	B	C	D	E	AVERAGE
# PEOPLE IN HOUSEHOLD						
# HECTARES PLANTED						
#TREES PLANTED PER HECTARE						
#TREES SURVIVING						

Use tally sheets for analyzing survival rates, planting rates (breaking out?)

VILLAGES	TYPES OF COOKING FUEL USED BY HOUSEHOLDS IN SAMPLE					
	Charcoal	Wood	Maize stalks	Electricity	Briquettes	Other
(Village A)						
(Village B)						
(Village C)						

8. Common tools for analyzing qualitative data is validation by others, clustering information into categories by participants, with categories named by participants.
9. Some analysis may be done at the time of data collection. For example, if participants make a “before” mural and identify the key aspects, then periodically replicate the mural again identifying key aspects, the data is partially analyzed. At certain intervals participants can compare these murals.

If participants did a ranking activity to determine people's preferences of herbs to go into the herb garden nursery, then, again, the data has already been partially analyzed.

10. Next, explain Integrating, or putting the information together

If you've used several methods to gather monitoring data, or have data gathered at different sites, you will probably want to integrate your data, or put it all together at some point. A smaller group may want to do part of the integration with a larger group completing it.

*Remember to periodically review why you were gathering data in the first place.
What questions were you trying to answer?*

11. Asking what the data tells you or trying to make sense of the data is a step often ignored. Stepping back from the data and trying to see the lessons in it is perhaps the most important part of data analysis. It is through this step that information becomes data useful for making management decisions.

12. Post the following questions on flip chart.

Deciding how to distribute and use the information

Who needs the monitoring information?

How will they get it?

When?

Explain that collecting data without trying to learn from it and apply the learning is of little value.

Point out that it is common for people to put a lot of energy into collecting data but fail to return to the originally questions to ask why they collected the data in the first place – what was the project trying to learn. It's important to go back and recall why data was being collected in the first place.

Ask participants to cluster in 4's to answer these questions and note their responses in their notebook. Allow 10 minutes for this.

13. After 10 minutes, ask the large group the questions from Step 10 and record their responses on flip chart.

14. Given one of the projects visited on the field trip, (or one of the projects used in the activity on developing indicators. Work in small groups to identify what types of data analysis might be most useful and why.

Ask them to complete the last four columns of their Participatory Planning Worksheet (When, How, By Whom and For Whom). They should put this on a piece of flip chart paper.

Also ask them to present, on a piece of flip chart paper, an example of a data collection tool they would actually use (tally sheet, example of qualitative analysis, etc.)

Allow 20-30 minutes

15. After 20-30 minutes, ask the small groups to report back.

Discuss and work with each group in the plenary to identify strengths and weaknesses of what they propose.

16. Give questions to each table to discuss. Seek their responses.

When planning for data analysis, be sure to ask yourselves:

- ◆ Where and when will certain monitoring results be needed?
- ◆ How will we know what to analyze and when?
- ◆ How can we present data to increase its likelihood of being used?
- ◆ Who should analyze and use data?
- ◆ How can we ensure that the results will be used?

17. What should we be sure to remember when involving key stakeholders in data analysis and use? – Generate a list of guidelines and record on flip chart.

18. Remind participants to read pp. 24-27 in *COMPASS Guidelines and Tools for Community-Based Monitoring*.

--Based on an idea from Paula Bilinsky, US Peace Corps

SESSION: How Indicators Could Help – Part II

Purpose: To examine situations that could have benefited from participatory monitoring and deciding what information could have helped.

Materials: Copy of Situations in Need of Attention from previous activity related to indicators: How Indicators Could Help
Responses to questions a and b completed earlier in the Workshop.

Time: 1 hour.

Process:

Part II

1. Explain the purpose. Explain that now that we have completed the five steps of the process, we can go back and see how data could have been collected in some earlier sessions.

Remind the group of the earlier exercises using these situations that they began when working with indicators. Ask them to return to the groups they were in. Explain that each group will return to these situations and answer questions c and d.

Post on flipchart:

- a) **What went wrong?**
- b) **What indicator(s) should the group have been monitoring?**
- c) **What information could have helped?**
- e) **What decisions should they have made to avert their problem situation?**

They should complete c and d for as many scenarios as they can in 20 minutes.

After 20 minutes ask each group to present their responses. Then ask for questions and comments from the larger group

2. What “lessons” can we draw from these experiences? (Record the groups’ responses on flip chart.)

SESSION: Stakeholder Identification and Involvement – Part II

Purpose: To specify how key stakeholders might be involved in participatory monitoring.

Materials: Copies of stakeholder analysis charts completed in Stakeholder Identification and Involvement – Part II.
Copies of partially completed stakeholder worksheets (from earlier activity).

Time: 30 minutes.

Process:

1. Explain that participants will be going back to their stakeholder charts and worksheets from the earlier stakeholder activity. Distribute these charts to the people linked to the projects that were analyzed.
2. Explain that participants, in small groups, should suggest ways to involve the various groups of stakeholders in the participatory monitoring process.
3. Ask participants to join the groups they were in for the earlier stakeholder activity. Allow 15-20 minutes for this small group work. Ask the small groups to be prepared to discuss ways they anticipate involving stakeholders in monitoring.
4. After 20 minutes, ask participants to join the larger group. Begin a discussion by asking participants to name some of the various ways they might involve stakeholders in monitoring. Note their responses on flip chart.

SESSION: Communicating Key Learning and Best Practices

Purpose: To generate ideas about how project participants can identify and communicate key learning or best practices from their projects.

Materials: flip chart and markers.

Time: 30 minutes.

Process:

1. Explain the purpose. Describe key learning or best practices as those unique special learning experiences that result from project experience. They can be “good” or “not so good.” We can learn from all experience. Explain that this key learning or best practices are those unique aspects that you would like to communicate to others.
2. Ask participants to meet in groups of 4-5 to discuss the following (post on flip chart):

WHO should decide what this key learning or best practices are?

HOW?

WHEN?

TO WHOM should they be communicated?

HOW should they be communicated? (10 minutes)

3. After 10 minutes, ask the group for responses and record them on flip chart under the headings in step one.

SESSION: Personal Action Plans

Purpose: To provide participants an opportunity to think about how they will work with their project groups to develop participatory monitoring plans for their projects upon returning to their project sites.

Materials: Copy of Personal Action Plan for each person.

Time: One hour.

Process:

1. Explain the purpose. Explain that these are for their use. Distribute and explain the Personal Action Plan forms.
2. Ask individuals to complete them. If more than one person from a project is present, suggest that they work together.
3. Upon completion ask them to find someone from another project and discuss the plans and give and receive feedback.
4. Ask for any comments that anyone wishes to make or share about their plans.

SESSION: Workshop Evaluation

Purpose: To provide two forms of workshop evaluation.

Materials: Copy of COMPASS standard evaluation form for each person
(or a written evaluation you have developed)
Prepared flip chart papers (see preparation below) posted around the room
Colored “sticky” dots

Preparation: Make 10 flip charts. Number each.
Put this at the top of each: RATE YOUR ABILITY TO...
Put this at the bottom of each:

____1____2____3____4____5____6____
not at all a little somewhat mostly almost fully completely able

Put one of the following on each flip chart, above the rating scale:

Describe the steps in the participatory monitoring process.
Help a project group design a participatory monitoring plan.
Write a good (SMART) objective.
Help a project group write a good objective.
Write a good indicator.
Help a project group write a good indicator.
Help a project group decide what baseline data to collect.
Help a project group decide what ongoing monitoring data to collect.
Help a project group analyze data.
Help a project group learn from monitoring data in order to make improved project management decisions.

Time: 20 minutes.

Process:

1. Explain the purpose. Give each participant 10 dots and ask them to get up, go to the posted flip charts and put one dot on the rating line of each poster to indicate their end-of-workshop ability regarding that particular point.

Trainer Note: They can just put a mark, an X, if you do not have dots. This visual form of evaluation enables participants to leave the workshop with an understanding of others' self-ratings of abilities since they will not see results of the written evaluations except perhaps in a report.

2. While they are doing this, distribute the written evaluations and ask them to complete this when they finish placing their dots.
3. Collect written evaluations.

Options for Openings and Feedback Sessions

These activities can be used to open a session and to get feedback at the end of the day. Try to match the opening, or warm-up, with the topics of the day.

Warm-up: Differing Perceptions of Success

Purpose: To illustrate the importance of communication and clarity in project monitoring.

Materials: Piece of paper for each participant.

Time: 15 minutes.

Process:

1. Don't explain anything just yet. Only smile and say we're going to start off the day with a simple activity group activity to make sure we're all awake and ready for a full training day. Ask everyone to listen carefully so everyone can succeed.
2. Give everyone a piece of paper. Ask everyone to turn around so they are facing the opposite direction. Explain that you'll ask them to close their eyes while they complete their task. Then say, "Oh, by the way, there is no talking during this so we can get it done more quickly." "Just do as I instruct and we'll be fine. We'll all succeed."
3. Next, just ask the participants to follow the instructions you will give them. You should be making one, too.

Fold the paper in half
Tear off a corner
Tear off a second corner.
Fold it in half again
Tear off the corner nearest you
Fold it in half again
Tear the last corner.

4. Ask the participants to open their eyes, turn back around and display their work and see if they followed directions. Show them yours for comparison!
5. You will see many different versions. Ask participants

How did these turn out this way when your instructions were the same to everyone?
How could it have worked more successfully?
Did it really save time to just, "Do as I say?"
I said, "If you just listen to me, we will all succeed."—What was success?
How is this related to project monitoring?
What have we learned from this? (Link to importance of communication and clarity of expectations.)

Warm-up: Group Data Collection

Purpose: To quickly experience the process of data collection while learning more about group members.

Materials: Copy of Group Data Collection form for each person
A “prize” (some sweets or a simply handmade badge saying “Best Data Collector”)

Time: 15 minutes

Process:

1. Explain the purpose.
2. Explain that there will be a prize for the first person to get 2 signatures in each box of his or her form.

Trainer Note: You can change the headings of the boxes to make them more relevant to your situation.

3. After a “winner” has emerged. Ask the group the following:

Did you learn some new things about each other?

What “techniques” did you use to make your data collection process effective and efficient?

4. Close by saying that this is a simple activity but also demonstrates how quickly you can get information if you have the right tool and incentives!

-- From Larson and Svendsen, 1996

DIRECTIONS: Find two persons for each block that can answer “YES” to the question in the block. Have them autograph your sheet in the appropriate box

Born in month starting with J?	Have only two children?	Like to sing?
Play soccer?	Are a good planner?	Like to cook?
Have a garden?	Like to draw or paint?	Like to get up early in the morning?

FEEDBACK: Cards

Give each participant a card or half sheet of paper. On one side ask them to write
Side One (mark it with a 1) *something about today that was particularly helpful or useful.*

On Side Two (mark it with a 2) *a hope or suggestion.*

Collect. Read and summarize with a couple of participants or staff and give “feedback on feedback,” a summary of the feedback, to participants in the morning.

FEEDBACK: Colored Ball Toss

Prepare several balls (6 or 8) by wadding up brightly colored papers. On the inside, write one word so that the words combined make a sentence.... For example: Have *a good day tomorrow*. See you *Monday*.

Begin by asking participants to think about the day....
Something that was particularly useful to them or
Something they'd like changed or
Something they'd like more information about.

Explain that you're going to start tossing balls and people should try to keep them going.
Toss out a few. Now tell the group that when you say stop, whoever has a ball needs to give some feedback on the day, related to one of the above points. –

After all have had a chance to give feedback, ask those last holding the balls to open them to see what they say. Give them a few minutes to discover the message.

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COMPASS Publications

Document Number	Title	Author(s)	Date
Document 1	COMPASS Year 1 Work Plan	COMPASS	Jul-99
Document 2	COMPASS Small Grants Management Manual	Umphawi, A., Clausen, R., Watson, A.	Sep-99
Document 3	Year 2 Annual Work Plan	COMPASS	Dec-99
Document 4	July 1-September 30, 1999: Quarterly Report	COMPASS	Oct-99
Document 5	Training Needs Assessment: Responsive Modules & Training Approach	Mwakanema, G.	Nov-99
Document 6	Guidelines and Tools for Community-Based Monitoring	Svendsen, D.	Nov-99
Document 7	Policy Framework for CBNRM in Malawi: A Review of Laws, Policies and Practices	Trick, P.	Dec-99
Document 8	Performance Monitoring for COMPASS and for CBNRM in Malawi	Zador, M.	Feb-00
Document 9	October 1 - December 31, 1999: Quarterly Report	COMPASS	Jan-00
Document 10	Workshop on Principles and Approaches for CBNRM in Malawi: An Assessment of Needs for Effective Implementation of CBNRM	Watson, A.	Mar-00
Document 11	January 1 - March 31, 2000: Quarterly Report	COMPASS	Apr-00
Document 12	Thandizo la Ndalama za Kasamalidwe ka Zachilengedwe (Small Grants Manual in Chichewa)	Mphaka, P.	Apr-00
Document 13	Njira Zomwe Gulu Lingatsate Powunikira Limodzi Momwe Ntchito Ikuyendera (Guidelines and Tools for Community-based Monitoring in Chichewa)	Svendsen, D. - Translated by Mphaka, P. and Umphawi, A.	May-00
Document 14	Grass-roots Advocacy for Policy Reform: The Institutional Mechanisms, Sectoral Issues and Key Agenda Items	Lowore, J. and Wilson, J.	Jul-00
Document 15	Strategic Framework for CBNRM Media Campaigns in Malawi	Sneed, T.	Aug-00

Document 16	Training Activities for Community-based Monitoring	Svendsen, D.	Aug-00
Document 17	April 1 - June 30, 2000: Quarterly Report	COMPASS	Jul-00
Draft 18	Plan for Community Management of Wildlife in the Lower Shire	Kalowekamo, F.	Jul-00
Internal Report 1	Building GIS Capabilities for the COMPASS Information System	Craven, D.	Nov-99
Internal Report 2	Reference Catalogue	COMPASS	Feb-00
Internal Report 3	Workshop on Strategic Planning for the Wildlife Society of Malawi	Quinlan, K.	Apr-00
Internal Report 4	Directory of CBNRM Organizations	COMPASS	Jun-00
Internal Report 5	Proceedings of Water Hyacinth Workshop for Mthunzi wa Malawi	Kapila, M. (editor)	Jun-00
Internal Report 6	COMPASS Grantee Performance Report	Umphawi, A.	Jun-00
Internal Report 7	Examples of CBNRM Best-Practices in Malawi	Moyo, N. and Epulani, F.	Jul-00